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ABSTRACT

The Indiana Department of Education recently convened a task force to identify universal basic values and to determine how these values can be successfully infused into school curricula. Accordingly, in collaboration with the Indiana School Counselors Association (ISCA), the Department established a working committee to construct a developmentally oriented comprehensive school counseling program for Indiana schools. The program consists of competencies which fall into three general categories: (1) the personal-social domain, "Learning to Live;" (2) the educational domain, "Learning to Learn;" and (3) the career development domain, "Learning to Work." This publication begins by stating the purpose, assumptions, rationale, and definition of the comprehensive school counseling program. It then lists and describes the structural components: advisory council; budget; counseling program facilities; counseling resources; and staffing patterns. The four program components are next described in depth: the school counseling curriculum; individual planning; responsive services; and system support. Each has its own planning form with which competency-specific activities are developed for implementation. The remainder of the document lists specific objectives for each of the competencies under the three domains--learning to live, to learn, and to work--for Prekindergarten/Elementary School, Junior High/Middle School, and Senior High School. This is followed by a discussion of the steps involved in establishing a developmental program. A time and task analysis form and a planning form are appended and a bibliography is included. (TE)

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State Plan for Developmental School Counseling Programs

WORKING DOCUMENT
FIRST DISTRIBUTION, FALL 1990

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Project

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INTRODUCTION

One of the results of living in a rapidly changing and, therefore, increasingly complex society is the instability that seems to characterize the family, the educational community, and the world of work. It has become apparent that current school programs and staffing patterns are not adequately addressing contemporary issues. There is widespread belief that our public schools are at a critical point in our history and that educational priorities must change, and personnel must be appropriately utilized if we are going to produce a responsible and productive citizenry. School counselors are cast in roles which are fluid, largely reactive, administratively determined, and dedicated to many noncounseling functions. Compounding this state of affairs, the excellence in education movement which has swept the country has all but bypassed the school counselor as a professional in education who can make a difference. This is hardly a surprising turn of events given the ancillary services status to which school counseling has all too often been relegated.

Recognizing that education is at the crossroads in terms of programming priorities and utilization of personnel, the Indiana Department of Education recently convened a task force to identify universal basic values and to determine how these values can be successfully infused into school curricula. A review of these values indicates that they naturally fall within the province of school counseling. Complimenting this statewide effort, the Department, in collaboration with the Indiana School Counselors Association (ISCA), established a working committee charged with constructing a developmentally oriented plan which rightfully places the school counselor in a position of strength and responsibility. This publication is the product of that work.

The time has come to acknowledge that school counseling is an important and integral part of the total educational program with the potential to contribute to the full development of Indiana's students. Professionals in education must view school counseling as a comprehensive educational program, rather than a collection of loosely associated services which play an adjunctive role to the instructional program. The challenges which face us today in education clearly necessitate that we muster every human resource we can access and strategically place them in viable, proactive programs. Developmental school counseling is an aggressively inclusive program with the potential for accomplishing this goal in pursuit of excellence in education.

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PURPOSE

The primary purpose of this plan is to offer Indiana schools a blueprint for local program development. By bringing to school counseling the perspective of addressing personal-social, educational, and career development needs, it is anticipated that school personnel will work together to establish comprehensive counseling programs through which the whole person - living in family and community systems - will be accommodated.

Designed to serve as the school counseling component to the State Student Services Handbook, this plan describes the steps to be taken enroute to building developmental school counseling programs. The centerpiece to this publication - and to any locally prepared program - is the selected competencies which students should attain as an outcome of participation in the program.

Designed to be fastened in a three-hole binder, this publication is purposefully intended to be flexible in order to meet changing professional needs and consumer demands.

ASSUMPTIONS

There are several premises which serve as the foundation for Indiana's Program Plan. These premises make up the framework which gives form and function to this model. The comprehensive developmentally oriented school counseling program:

- is essential to students' academic success.
- is a program, rather than a constellation of services. It is a vital component of the school's total educational package.
- consists of a curricular element with a scope and sequence based primarily on the regularly assessed "consumer" needs.
- contains student competencies which are essential to effective functioning at each developmental level and can be adapted at the local corporation level and stated in measurable terms.
- depends on parent, teacher, student, staff, administrator, and community support and collaboration.
- accommodates the needs of all students, Prekindergarten through Grade 12.
- will be regularly and systematically evaluated as to how successfully selected student competencies are met.
- is coordinated and implemented by properly licensed personnel who are well-grounded in school counseling skills, such as curriculum development, individual student planning, providing responsive services, and system support.

RATIONALE

The school counseling program is an integral part of the total educational enterprise. Given that student growth and development evolve over time, school counseling is developmental by design, comprehensive in scope, and systematic in its implementation. It follows that the need for a counseling program begins with prekindergarten and continues through graduation from senior high school. All students can benefit from participation in school counseling activities which are designed to maximize each individual's personal-social, educational, and career development potential. This kind of orientation contrasts with the traditional approach to school counseling which is more crisis-focused and reactive, dedicated to information dissemination, unplanned and unstructured, and burdened by scheduling and other noncounseling functions. Comprehensive developmental school counseling is preventive and proactive in orientation. It is comprised of four major program components: school counseling curriculum, individual planning, responsive services, and system support; consequently, it is well planned, goal-oriented, and accountable.

Benefits of developmental school counseling are cited below.

FOR STUDENTS:

1. Promotes knowledge and assistance in career exploration and development.
2. Develops decision-making skills.
3. Increases knowledge of self and how to relate effectively to others.
4. Broadens knowledge of our changing world.
5. Increases opportunities for counselor-student interaction.

FOR PARENTS:

1. Provides support for parents regarding their child's educational development.
2. Develops a system for a child's long-range planning.
3. Increases opportunities for parent/counselor interaction.
4. Enables parents to obtain resources when needed.

FOR TEACHERS:

1. Encourages positive, supportive working relationships.
2. Entails a team effort to address competencies.
3. Enhances the role of the counselor as a resource person.

FOR ADMINISTRATORS:

1. Provides a program structure with specific content.
2. Provides a means of evaluating school counseling program efforts (accountability).
3. Enhances the image of the school counseling program in the community.

FOR BOARDS OF EDUCATION:

1. Provides rationale for implementing a comprehensive counseling program in the school system.
2. Provides program information to district patrons.
3. Provides ongoing information about student competencies attained through school counseling program efforts.
4. Provides a basis for allocating funds for school counseling programs.

FOR SCHOOL COUNSELORS:

1. Provides a clearly defined role and function.
2. Eliminates noncounseling functions.
3. Offers the opportunity to reach all students.
4. Provides a tool for program management.
5. Outlines clearly defined responsibilities for specific student competencies.

FOR STUDENT SERVICES STAFF:

1. Provides school psychologists, social workers, and other student services staff with a clearly defined role and function of the counselor.
2. Clarifies areas of overlapping responsibilities.
3. Encourages a positive team approach which enhances cooperative working relationships.

FOR BUSINESS, INDUSTRY, AND LABOR:

1. Provides increased opportunity for collaboration among counselors and business, industry, and labor communities.
2. Enhances the role of the counselor as a resource person.
3. Increases opportunities for business, industry, and labor to participate actively in the total school program.
4. Provides a potential work force with decision-making skills, preemployment skills, and increased worker maturity.

DEFINITION

The Developmental Approach

Comprehensive school counseling forms a partnership with the instructional program. Developmental by design, it includes sequentially presented activities and responsive services which address student growth and development as priority goals. Collaborative in practice, the developmental approach to school counseling focuses on the attainment of student competencies which accommodate the personal-social, educational, and career development needs of all students at each grade level.

The Personal-Social Domain
LEARNING TO LIVE

The Learning to Live dimension consists of the competencies which concentrate on successfully relating to others as individuals and in groups. The focus of intervention in this area has to do with educational, career, and general life success - the development of a strong positive self-concept. Awareness of self - "Who am I?" - persists as a major theme in education today.

The Educational Domain
LEARNING TO LEARN

Activities clustered in the Learning to Learn area are designed to help students achieve educational success in each learning situation. Competencies include the "new basics" necessary for survival in this age of information and high technology: decision-making and problem-solving skills, goal-setting, dealing with change, organizing and managing information and one's time, etc.

The Career Development Domain
LEARNING TO WORK

The Learning to Work category includes the competencies which target a positive attitude toward work and the development of skills which will enable students to make a successful transition from school to the world of work and from job to job across the life-career span.

COMPETENCIES

In addition to nuturing student growth and development in the areas of learning to live, learn, and work, the competencies which comprise the Indiana Developmental School Counseling Program naturally cluster in categories. These competency categories are as follows:

LEARNING TO LIVE

Understanding and appreciating self.
Understanding and appreciating others.
Understanding and appreciating home and family.
Developing a sense of community.
Making decisions and setting goals.
Understanding safety and survival.

LEARNING TO LEARN

Understanding the relationships between personal qualities and school.
Understanding factors which affect school achievement.
Making decisions, setting goals, and taking action.
Understanding interaction between home/family and school.
Understanding interaction between school and community.

LEARNING TO WORK

Understanding the relationships between personal qualities and work.
Making decisions, setting goals, and taking action.
Exploring careers.
Learning how to use leisure time.
Learning to work together.
Understanding how community awareness relates to work.

STRUCTURAL COMPONENTS

Program Definition and Philosphy

Local school districts are encouraged to develop their own definition of a comprehensive counseling program, using the sample definition (page 58) as a guide.

Advisory Council

An advisory council provides support, offers advise, reviews present activities, and encourages new activities to meet the goals of the comprehensive counseling program. Advisory councils may include school staff, parents, school board, human services agency personnel, students, and business and community leaders representing Prekindergarten through Grade 12. It may be organized at the district or individual building level. Responsibilities of an advisory council may be assumed by or organized within an existing group such as:

1. School or district-wide advisory council.
2. School or district-wide vocational advisory council.
3. Counseling program advisory council.
4. Combination of the above.

Budget

An adequate counseling budget shall be established to reflect program needs. The counseling staff shall be included in budget planning. Counselors should provide information regarding funds needed for:

Supplies, materials
Equipment, i.e., computer
Media, i.e., films, videos

A counselor's professional commitment includes maintaining current knowledge of funding sources, i.e., local, state, and Federal. Some sources for funding include: Chapter I and Chapter II Grants, Carl Perkins Vocational Education Grants, Job Training Partnership Act (JTPA), At-Risk Student Program Grants, and business and industry funding.

Counseling Program Facilities

A counseling center should be established in each school to implement a comprehensive counseling program. The counseling center needs to be large enough to adequately house personnel, resources, and equipment. The center should also be accessible to all students including those with handicaps. The minimum requirements for a counseling center are:

1. A well organized and displayed collection of counseling resources, materials, and equipment.
2. Private workspace, properly equipped, soundproofed, and appropriately located.
3. Adequate space for individual, small, and large group use.
4. Adequate and secure storage space.

Counseling Resources

Counseling program resources should be available for each of the four program components: counseling curriculum, individual planning, responsive services, and system support. Assessing resources requires a systematic and thorough review of the current counseling program. The following resources are essential to the implementation of a counseling program.

Equipment/Materials - Inventory school equipment and materials that may be used in the counseling program. Staff members should indicate any new equipment and materials that may be needed to add to the school district's new annual budget.

Library/Media Resources - Work with librarians to establish career, vocational, and guidance centers within the state and local libraries.

Staff Expertise - Identify the special skills of staff members that may be helpful in carrying out counseling program activities.

Counseling Resources - Identify state and local resources that can be used in carrying out the counseling program, such as mental health agencies, community service clubs, ethnic societies, local businesses, job services, chambers of commerce, labor unions, and others.

Staffing Patterns

An organizational chart of district counseling personnel identifies and shows the relationships among:

1. School counselors (full-time and part-time).
2. Clerical staff.
3. Administrative personnel.
4. Paraprofessional aids supervised by certified counselors.
5. Other support personnel.

School counselors shall have State of Indiana License. IC 20-6.1-3-3, IC 20-6.10-3-1, 511 IAC 10-1-65.

Employ school counselors at both elementary and secondary schools at appropriate student-counselor ratios.

> It is the position of the American School Counselors Association (ASCA) that the counselor/student ratio be determined by considering the major factor of student growth and development. It is recommended that school districts implement the goals and objectives of a comprehensive and developmental guidance program for students of all levels - kindergarten through twelfth grade. While published reports, such as High School by Ernest Boyer, recommend an ideal counselor/student ratio of 1 to 100, ASCA is aware that each school district is unique; what may be an ideal caseload in one school district may be untenable in others. ASCA maintains that implementation of a comprehensive guidance and counseling program meeting the developmental needs of students may be the primary determinant with the ratio being 1 to 300 or less.

PROGRAM COMPONENTS

The competencies which are addressed through essentially four delivery systems: school counseling curriculum, individual planning, responsive services, and system support, characterize the comprehensive school counseling program. Each of these delivery systems has its own planning form with which competency-specific activities are developed for implementation. Licensed counselors, in collaboration with teachers, administrators, parents, agency personnel, and students are responsible for organizing and enabling these activities.

SCHOOL COUNSELING CURRICULUM

The school counseling curriculum consists of structured developmental experiences presented systematically through classroom and group activities. The purpose of this curriculum is to provide students with knowledge of normal growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills. The curriculum is organized around three major areas: Learning to live (knowledge of self and others), Learning to learn (educational/vocational development), and Learning to work (career planning and exploration). Student competencies to be addressed in these areas are identified in part through the use of regularly conducted needs assessment.

While counselors' responsibilities include the organization and implementation of the school counseling curriculum, the cooperation and support of the entire faculty and staff are necessary for its successful operation. The counseling curriculum is delivered through such strategies as:

Classroom Activities: Counselors team teach or assist in teaching learning activities or units in classrooms. This is not limited to one or two subjects, but may include all areas in the school curriculum. These activities may be conducted in the classroom, school counseling center, or other school facilities.

Group Activities: Counselors conduct groups outside the classroom to respond to students' identified interests or needs. Counselors plan and lead structured activities to increase the knowledge and skills of the students.

Parent Education: Lessons presented through curricular activities and supported through individual planning and responsive services should be reinforced at home by parents/guardians. An organized and structured approach to parent education is an essential link to the attainment of competencies.

Examples of topics addressed through this program component may include, but are not limited to the following:

- self-concept
- peer relationships
- career awareness and exploration
- communication skills
- decision-making skills
- substance-abuse programs
- study skills
- planning course selection
- preemployment skills
- job preparation
- post-high-school placement decisions.

The sample Planning Form shown on the following page will help counselors in planning various activities within the curriculum area.

PLANNING FORM

(X) **COUNSELING CURRICULUM** ( ) **RESPONSIVE SERVICES**
( ) **INDIVIDUAL PLANNING** ( ) **SYSTEM SUPPORT**

ACTIVITY TITLE: Recognizing and Expressing Experiences

1. DOMAIN - Learning to Live
2. GOAL - Learn and use effective communication skills
3. COMPETENCY - Understand and apply vocabulary for expressing feelings
4. DESCRIPTION OF ACTIVITY - Begin with Developing Understanding of Self and Others Kit (DUSO) goal 5 story; question and answer time; Make Happy/Sad stick faces; play game to extend meaning of story into experience.

FACILITATOR: Counselor

SCHOOL: Pleasant View Elementary

PHONE: (317) 759-6670

DATE: 1989-90 school year

POPULATION: First grade

NUMBER SERVED: 150 students

SETTING: Classroom

TIME LINE: One 30-minute session per classroom

RESOURCES NEEDED: (HUMAN, FINANCIAL, EQUIPMENT, MATERIAL) - Developing Understanding of Self and Others Kit (DUSO), four inch tagboard circle attached to tagboard stick for each student, questions for the game.

DOCUMENTATION: Special class schedule for Counseling Classroom Presentations

METHODS OF EVALUATION: Reponses from students in questions and answer time, and during process of the game, and feedback from classroom teachers and parents.

COMMENTS OR OBSERVATIONS: Students for the most part, demonstrated appropriate responses to the game - some silliness occurred; seemed to understand that everyone will not feel the same about all situations and that is okay.

INDIVIDUAL PLANNING

Individual Planning consists of activities which help all students plan, monitor, and manage their own learning, as well as their personal and career development. Within this component, students formulate their educational, occupational, and personal goals and plans. The activities in this component are counselor planned and directed. These activities are generally delivered on an individual basis or by working with individuals in small group situation.

Individual Planning is conducted through such functions as:

> Individual Appraisal: Counselors work with students to assess their abilities, interests, skills, and achievements. The use of test information and other evaluated data becomes a basis for developing immediate and long-range plans for students.
>
> Individual Advisement: Counselors work with students to use personal-social, educational, career, and labor market information in planning personal, educational, and occupational goals. The cooperative involvement of students, parents, and the school in planning a program that meets individual needs of students is critical.
>
> Placement: Counselors assist students in making the transition from one educational program to another, from one school to another, or from school to work.

Examples of Individual Planning strategies within this component include, but are not limited to, the following:

- career awareness
- role playing
- career exploration
- course selection
- career shadowing
- four-year plan
- honors and awards programs
- business partnerships
- vocational education and training
- financial aid and scholarships
- college and vocational school application process.

The sample planning form which follows will help counselors in planning various activities within the individual planning area.

PLANNING FORM

( ) COUNSELING CURRICULUM ( ) RESPONSIVE SERVICES
(X) INDIVIDUAL PLANNING ( ) SYSTEM SUPPORT

ACTIVITY TITLE: Educational Planning

1. DOMAIN - Learning to Live
2. GOAL - Become informed about self through various assessment techniques
3. COMPETENCY - Plan educational program based on knowledge of self and postsecondary goals
4. DESCRIPTION OF ACTIVITY - Discussion of goals for grades, courses, postsecondary work; complete worksheet utilizing discussion outcomes.

FACILITATOR: Counselor

SCHOOL: Yorktown High School

PHONE: (317) 759-7706

DATE: 1989-90 School Year

POPULATION: Grades 9-12

NUMBER SERVED: 600

SETTING: Counseling Office

TIME LINE: Once yearly

RESOURCES NEEDED: (HUMAN, FINANCIAL, EQUIPMENT, MATERIAL) - Worksheet per student, time for individual conference.

DOCUMENTATION: Worksheet filed in students' permanent file.

METHODS OF EVALUATION: Student performance and follow through with state goals and objectives.

COMMENTS OR OBSERVATIONS: Activity helps students stay on track. Activity helps counselor track students' needs.

RESPONSIVE SERVICES

Responsive Services consist of activities which meet immediate needs and concerns of students whether these require counseling, consultation, referral, or information. Services are available to all students and are usually student-initiated. While counselors have special training and skills to respond to these needs and concerns, the cooperation and support of the entire faculty and staff are necessary for successful implementation of this component. Responsive Services are delivered through these strategies:

Consultation: Counselors consult with parents, teachers, student services staff, other educators, and community agency professionals regarding strategies to help students.

Personal and Small Group Counseling: Counseling is provided on a small group or individual basis for students expressing difficulties dealing with relationships; personal, educational, or planning concerns; or normal developmental issues. Personal counseling assists students in clarifying problems, causes, identifying alternative solutions, and possible consequences so that appropriate action can be taken.

Crisis Counseling: Counseling and support are provided to students and their families facing emergency situations. Such counseling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counselors refer students and their parents to community agencies to deal with crises, such as suicide, violence, physical and sexual abuse, and terminal illness. These referral sources may include:

- mental health agencies
- employment and job training programs
- vocational rehabilitation
- juvenile services
- social services

The sample planning form on the following page will help counselors in planning activities within the responsive service area.

PLANNING FORM

( ) **COUNSELING CURRICULUM** (X) **RESPONSIVE SERVICES**
( ) **INDIVIDUAL PLANNING** ( ) **SYSTEM SUPPORT**

ACTIVITY TITLE: Divorce Group

1. DOMAIN - Learning to Live
2. GOAL - Learn and use effective communication skills
3. COMPETENCY - Understand how we communicate verbally and nonverbally
4. DESCRIPTION OF ACTIVITY - Use miming to show verbal and nonverbal behaviors and how they are interpreted.

FACILITATOR:	Counselor
SCHOOL:	Pleasant View Elementary
PHONE:	(317) 759-6670
DATE:	1989-90 School Year
POPULATION:	K-3
NUMBER SERVED:	Varies
SETTING:	Counseling Office
TIME LINE:	Ten sessions at 20-30-minutes each - Competency/Activity for one session
RESOURCES NEEDED:	(HUMAN, FINANCIAL, EQUIPMENT, MATERIAL) - Activity Cards
DOCUMENTATION:	Group card containing meeting dates. Activity completed.
METHODS OF EVALUATION:	Student response, student feedback, parent feedback, counselor observation
COMMENTS OR OBSERVATIONS:	Students begin to see that their actions do not always show their feelings, i.e., frustration or embarrassment shows as anger. Students enjoy activity.

SYSTEM SUPPORT

System support consists of activities through which the school counseling and other educational programs are established, maintained, and enhanced. Activities through this component may also be dedicated to supporting the school system as a whole. This component is carried out through functions in the following areas:

Professional Development: Counselors need to be regularly involved in updating their professional knowledge and skills. This may entail participation in regular school inservice training, attending professional meetings, completing postgraduate course work, and contributing to professional literature. The State of Indiana requires that school counselors complete six credit hours of graduate study every five years.

Staff and Community Relations: This involves periodically orienting staff and the community to the comprehensive school counseling program through such means as newsletters, local media announcements, and school and community presentations.

Consultation with Teachers: Counselors need to consult with teachers and other staff members regularly in order to provide information and support and to receive feedback on the needs of students.

Advisory Councils: Serving on departmental curriculum committees or advisory boards are examples of ways to generate school and community support while facilitating developmentally appropriate curriculum in the best interest of the student.

Community Outreach: Included are activities designed to help counselors become knowledgeable about community resources, employment opportunities, and local labor market information. This will necessitate that counselors visit local businesses, industry, and social service agencies on a periodic basis.

Program Management: This includes the planning and management tasks needed to support activities conducted in a comprehensive school counseling program. This includes responsibilities for conducting evaluation activities, updating curriculum, planning the counseling calendar, etc.

Research and Development: School counseling program evaluation, data analysis, follow-up studies, and the continued development and update of counseling learning activities are some examples of the research and development work of counselors.

System Support activities need to be carefully outlined on a planning form. See the sample form on the following page.

PLANNING FORM

( ) COUNSELING CURRICULUM ( ) RESPONSIVE SERVICES
( ) INDIVIDUAL PLANNING (X) SYSTEM SUPPORT

ACTIVITY TITLE: Teacher Inservice

1. DOMAIN - N/A
2. GOAL - N/A
3. COMPETENCY - N/A
4. DESCRIPTION OF ACTIVITY - Inservice for teachers on grief in children

FACILITATOR: Counselor

SCHOOL: Mt. Pleasant Township Community Schools

PHONE: (317) 759-8113

DATE: November 14, 1989

POPULATION: Teachers of K-8

NUMBER SERVED: 70

SETTING: Mt. Pleasant Township Community Schools Conference Room

TIME LINE: One session - 60-minutes

RESOURCES NEEDED: (HUMAN, FINANCIAL, EQUIPMENT, MATERIAL) - Handout for for each participating teacher.

DOCUMENTATION: Presence on master calendar. Evaluation form to be completed by each participating teacher and filed.

METHODS OF EVALUATION: Feedback from teachers through evaluation form and verbal communication. Counselor observation.

COMMENTS OR OBSERVATIONS: Good method of helping teachers understand special needs of students. Some expressed need for similar inservice on children of divorce.

DEVELOPMENTAL STUDENT COMPETENCIES

A major goal of the comprehensive school counseling program is to facilitate the attainment of selected student competencies which are found in the three developmental areas of learning to live, learn, and work. These student competencies are grouped by instructional level and arranged in categories in order appropriate to normal growth and development. In addition, please note that each competency is coded by the program component(s), school counseling curriculum (C), individual planning (I), responsive services (R), and system support (S) through which it can be delivered. This encoding is provided for program planning purposes.

The advisory council and school counselors, after considering information from needs assessment efforts, select appropriate competencies from the following list of competency statements.

COMPETENCY STATEMENTS

LEARNING TO LIVE
LEARNING TO LEARN
LEARNING TO WORK

Pre K/Elementary School

Learning to Live

COMPETENCY - UNDERSTANDING AND APPRECIATING SELF

Students will:

1.	Identify and discuss experiences, thoughts, and behaviors.	C-R
2.	Recognize and talk about problems when experienced.	C-R
3.	Learn appropriate ways to handle experiences and daily problems of life.	C-R
4.	Understand changes which occur in growing.	C-I-R
5.	Identify personal values, strengths, and limitations.	C-I-R
6.	Understand the need for self-control and how to practice it.	C-I-R
7.	Demonstrate a positive attitude toward self as a unique and worthy person.	C-R
8.	Describe personal values, attitudes, and beliefs.	C-I-R

COMPETENCY - UNDERSTANDING AND APPRECIATING OTHERS

Students will:

9.	Understand interaction and cooperation between children and adults.	C-R
10.	Learn that communication involves speaking, listening, and nonverbal behaviors.	C-R
11.	Understand how effective communication skills can improve relations.	C-R
12.	Understand and apply the vocabulary for expressing feelings.	C-R
13.	Understand the causes and effect of the expression of experiences.	C-R
14.	Recognize importance of self and others.	C-R
15.	Learn the process of making and keeping friends.	C-R
16.	Acknowledge pride in accomplishments of self and others.	C-R
17.	Recognize situations that cause change in relationships (family, peer, adults) and understand how to deal effectively with those changes.	C-I-R
18.	Recognize, accept, and appreciate individual differences.	C-I-R
19.	Understand relationships between members of the same and opposite sex.	C-R

20. Learn how people depend on each other to fulfill needs. C-R

21. Demonstrate cooperative behavior in groups. C-R

COMPETENCY - UNDERSTANDING AND APPRECIATING HOME AND FAMILY

Students will:

22. Understand the need for open communication between home and school. C-R

23. Understand cultural practices and the value of one's family. C-I-R

24. Understand how different people define "family" and that there are different kinds of family situations. C-R

25. Understand that other families may have rules which differ from those of one's own family. C-R

26. Understand benefits of family cooperation. C-R

27. Understand the roles of each family member. C-R

28. Recognize that both parents and children have responsibilities and rights. C-R

COMPETENCY - DEVELOPING A SENSE OF COMMUNITY

Students will:

29. Recognize that all people have rights, as well as responsibilities. C-R

30. Learn about different cultural groups within the community and recognize, accept and appreciate the difference among them. C-R

31. Understand ways in which they can contribute to a community. C-R

32. Understand different kinds of communities. C-R

COMPETENCY - MAKING DECISIONS, SETTING GOALS, AND TAKING ACTION

Students will:

33. Learn the basic decision-making process. C-I-R

34. Understand consequences of decisions they and others make. C-I-R

35. Recognize when you need help in solving problems and making decisions and the resources which are available. C-R

36. Learn the value and process of setting and reaching goals. C-I-R

COMPETENCY - UNDERSTANDING SAFETY AND SURVIVAL

Students will:

37.	Understand and assert boundaries, rights, and personal privacy.	C-R
38.	Understand that rules are necessary at home and in school for safety and protection of rights.	C-R
39.	Learn about the emotional and physical dangers of substance use and abuse.	C-R
40.	Learn about negative peer pressure and ways of resisting it.	C-R
41.	Learn about "stress" and ways of managing it.	C-R
42.	Recognize good touches and bad touches.	C-R
43.	Identify safe people to help.	C-R
44.	Demonstrate knowledge of personal information (i.e., telephone number, address).	C-R
45.	Know various routes to and from school.	C-R

Learning to Learn

COMPETENCY - UNDERSTANDING RELATIONSHIPS BETWEEN PERSONAL QUALITIES AND SCHOOL

Students will:

46.	Describe their appearance and favorite activity.	C
47.	Describe ways to care for self.	C
48.	Recognize the results of cooperativeness and competitiveness.	C-R

COMPETENCY - UNDERSTANDING FACTORS WHICH AFFECT SCHOOL ACHIEVEMENT

Students will:

49.	Describe people and activities they enjoy in school.	C
50.	Describe their daily activities at school.	C
51.	Identify the location and the function of school personnel and other resources.	C-R
52.	Know the counselor by name and understand this person's role and function.	C-I-R
53.	Develop a sense of "belonging" in the school.	C-R
54.	Develop responsibility for completing assignments.	C-I-R
55.	Listen quietly to directions.	C

COMPETENCY - MAKING DECISIONS, SETTING GOALS, AND TAKING ACTION

Students will:

56.	Apply the skill of focusing on a task.	C-R
57.	Recognize that there are different ways for getting tasks accomplished; from planning to trial and error.	C-I-R
58.	Develop a step-by-step study plan for completing daily and long-term assignments.	C-I-R
59.	Describe the ways in which they judge if they have satisfactorilya ccomplished a task.	C-I-R
60.	Define the meaning of goal and describe some goals they have achieved.	C-I-R

61. Describe the steps taken in setting a goal and the activities they will use to achieve this goal. C-I-R

COMPETENCY - UNDERSTANDING INTERACTION BETWEEN HOME/FAMILY AND SCHOOL

Students will:

62. Describe their daily activities. C

63. Describe those things they learn at home. C-R

64. Apply learning experiences at school in situations in the home. C-R

COMPETENCY - UNDERSTANDING INTERACTION BETWEEN SCHOOL AND COMMUNITY

Students will:

65. Describe responsibilities they have in their environment. C

66. Describe which activities can be done to keep the environment clean. C

67. Understand that there are laws which are established to protect individual rights, safety, and security. C

Learning to Work

COMPETENCY - UNDERSTANDING THE RELATIONSHIP BETWEEN PERSONAL QUALITIES AND WORK

Students will:

68.	Become aware of personal interests and preferences.	C-I
69.	Understand the importance of personal characteristics in job success.	C-I
70.	Become aware of the importance of personal responsibility and good work habits.	C-I-R

COMPETENCY - MAKING DECISIONS, SETTING GOALS, AND TAKING ACTION

Students will:

71.	Understand what it means to work and how learning in school relates to success in a career.	C-I

COMPETENCY - EXPLORING CAREERS

Students will:

72.	Describe the work of family members.	C-I
73.	Describe the work of school personnel.	C-I
74.	Describe the work of known community workers.	C-I
75.	Become aware of the worlds beyond the immediate school and home experience.	C-I
76.	Understand how to use school and community resources to learn about different occupations.	C-I-R
77.	Learn about changing male and female roles in the workplace.	C-I

COMPETENCY - LEARNING HOW TO USE LEISURE TIME

Students will:

78.	Identify leisure time activities pursued by family, self, and friends.	C-I
79.	Understand negative effects of too much television.	C-I

COMPETENCY - LEARNING TO WORK TOGETHER

Students will:

80.	Learn about how to cooperate and coexist with others in work and play.	C-I-R
81.	Share materials with other students.	C
82.	Demonstrate tolerance and flexibility in group work situations.	C
83.	Take turns.	C

COMPETENCY - UNDERSTAND HOW COMMUNITY AWARENESS RELATES TO WORK

Students will:

84.	Understand how the needs and functions of society influence the world of work.	C-I
85.	Understand that there may be serious consequences for disobeying laws established to protect rights, safety, and security.	C-R
86.	Understand the roles of citizens within the contexts of school, town, state, and country and the responsibilities that accompany those roles.	C-R
87.	Demonstrate responsible social skills as a citizen of school, town, state, and country.	C-R

COMPETENCY STATEMENTS

LEARNING TO LIVE
LEARNING TO LEARN
LEARNING TO WORK

Junior High/Middle School

Learning to Live

COMPETENCY - UNDERSTANDING AND APPRECIATING SELF

Students will:

1.	Analyze interests, abilities, aptitudes, and limitations as components of personal uniqueness.	C-I-R
2.	Identify and discuss experiences, thoughts, and behaviors.	C-R
3.	Distinguish between appropriate and inappropriate behaviors.	C-R
4.	Demonstrate a positive attitude toward self as a unique and worthy person.	C-R
5.	Demonstrate an awareness of alternative points of view as components of personal uniqueness.	C-R
6.	Become aware of change as a part of personal growth.	C-I-R
7.	Demonstrate positive ways of practicing self-discipline.	C-I-R
8.	Recognize the importance of emotional growth, how emotions affect behavior, and how to deal appropriately with emotions.	C-R
9.	Recognize that physiological changes are a natural part of adolescents and effect emotional and physical growth.	C-R
10.	Relate their own personal values to the process of interpersonal communication.	C-I-R
11.	Explain how home and school life influences attitude, behavior, interest, and aptitudes and how these help make you unique.	C-I-R

COMPETENCY - UNDERSTANDING AND APPRECIATING OTHERS

Students will:

12.	Recognize the value of affirming the positive qualities of other people.	C-R
13.	Respect the feelings and ideas of others.	C-R
14.	Recognize the significance of nonverbal cues.	C-I-R
15.	Use language which clarifies experiences and ideas.	C-I-R
16.	Recognize roadblocks to communication and learn ways to overcome them.	C-I-R
17.	Demonstrate assertive behavior in interpersonal relationships.	C-I-R

18. Understand the factors which influence effective friendship. C-R

19. Become aware of the negative aspects of cliques. C-R

20. Participate effectively in a group. C-R

21. Learn to apply conflict resolution skills. C-R

COMPETENCY - UNDERSTANDING AND APPRECIATING HOME AND FAMILY

Students will:

22. Identify and discuss traditional and changing family roles. C-I-R

23. Recognize situations that cause changes in relationships (family, peer, adults) and effective ways of dealing with those changes. C-I-R

24. Understand the need for open communication between home and school. C-I-R

COMPETENCY - DEVELOPING A SENSE OF COMMUNITY

Students will:

25. Recognize and accept individual differences of others. C-I-R

26. Recognize the necessity for moral and ethical conduct in society. C-I-R

27. Develop personal criteria for making informed moral and ethical decisions. C-I-R

28. Understand the importance of service to others as a means of enhancing self-concept. C-I-R

COMPETENCY - MAKING DECISIONS, SETTING GOALS, TAKING ACTION

Students will:

29. Demonstrate decision-making skills. C-I

30. Know how to set and achieve goals. C-I

31. Identify the problem when upset or worried. C-I-R

32. Identify many possible solutions to a problem. C-I-R

33. Accept responsibility for decisions. C-I-R

34. Develop effective coping skills for dealing with problems. C-R

35. Develop problem-solving techniques and effective decision-making skills. C-I-R

36. Understand that there are positive and negative consequences to making decisions. C-I-R

COMPETENCY - UNDERSTANDING SAFETY AND SURVIVAL

Students will:

37. Understand and assert boundaries, rights, and personal privacy. C-R

38. Utilize knowledge and skills for developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship. C-R

39. Identify the kinds of activities/events which cause stress. C-R

40. Recognize that misfortunes occur which require coping skills. C-R

41. Learn the limits of their ability to help their peers and know when to seek professional help. C-R

42. Recognize the emotional and physical dangers of substance use and abuse (alcohol, drugs, tobacco, and caffeine). C-R

43. Understand the importance of leisure time and how to use it positively. C-I-R

Learning to Learn

COMPETENCY - UNDERSTANDING RELATIONSHIPS BETWEEN PERSONAL QUALITIES AND WORK

Students will:

44.	Understand how to conduct a self-assessment including appraisal of strengths and weaknesses in academic and nonacademic areas.	I-R
45.	Identify basic skills needed in various interest areas and evaluate for own level of ability.	I-R
46.	Assume personal responsibility for learning.	C-I-R

COMPETENCY - UNDERSTANDING FACTORS WHICH AFFECT SCHOOL ACHIEVEMENT

Students will:

47.	Understand the relationship between sound mental and physical health to school achievement.	C-I-R
48.	Demonstrate an understanding of individual differences and how these influence learning.	C-I-R
49.	Understand the importance of self-discipline, self- motivation, and school attendance and how these relate to school achievement.	C-I-R
50.	Understand the school rules and regulations.	C-R
51.	Develop effective study habits including: memorizing, notetaking, outlining, setting up a study schedule, summarizing, specific content area studying, test-taking skills, following directions, organizational skills, time management, and follow through.	C-I-R
52.	Be aware of available secondary and postsecondary school opportunities.	C-I
53.	Be aware of the availability and benefits of academic support programs including: independent study, tutorials, correspondence courses, educational travel, General Educational Development (GED) testing and State High School Diploma, summer educational and enrichment opportunities, community experience programs, alternative learning programs, foreign exchange programs, and vocational education programs.	C-I-R

COMPETENCY - MAKING DECISIONS, SETTING GOALS, AND TAKING ACTION

Students will:

54.	Understand the importance of setting personal and academic goals.	C-I-R
55.	Develop problem-solving techniques.	C-I-R
56.	Understand that not all decisions are clear-cut (right/wrong, good/bad) issues.	C-I-R
57.	Use educational resources for improving skills and overcoming deficiencies.	C-I-R
58.	Use school personnel and resources in making course selections which are appropriate for life goals and interests.	C-I-R

COMPETENCY - UNDERSTANDING INTERACTION BETWEEN HOME/FAMILY AND SCHOOL

Students will:

59.	Understand how school achievement is reported and how to interpret this information.	C-I-R
60.	Understand the rationale behind standardized testing in the schools and how to interpret this information.	C-I-R
61.	Discuss financial assistance for those desiring to continue education.	C-I-R

COMPETENCY - UNDERSTANDING INTERACTION BETWEEN SCHOOL AND COMMUNITY

Students will:

62.	List problems common to high school students.	C-I
63.	List sources of help for high school problems.	C-I-R
64.	Have an understanding of high school responsibilities.	C-I
65.	Know about activities available at the high school level.	C-I
66.	Describe the importance of reading and language, communication skills, mathematics, and economics in society.	C-I

Learning to Work

COMPETENCY - UNDERSTANDING THE RELATIONSHIP BETWEEN PERSONAL QUALITIES AND WORK

Students will:

67.	Demonstrate effective learning habits and skills that are transferable to career and learning situations.	C
68.	Relate personal interests, values, abilities, and skills to occupational areas.	C-I
69.	Learn how personal lifestyle influences career choice.	C-I-R
70.	Learn the sex-role stereotyping, bias, and discrimination limit choices, opportunity, and achievement.	C-I-R
71.	Demonstrate an awareness of different lifestyles.	C-I-R

COMPETENCY - MAKING DECISIONS, SETTING GOALS, AND TAKING ACTION

Students will:

72.	Understand how decision-making skills are used in career planning.	C-I-R
73.	Learn how to cope with transition in school, home, and community life.	C-I-R
74.	Select school courses that meet one's developmental needs in terms of aptitudes and interest.	C-I
75.	Complete an individual education and career plan for middle school/junior high/high school education.	C-I
76.	Identify tentative life and career goals.	C-I

COMPETENCY - EXPLORING CAREERS

Students will:

77.	Know the meaning of career planning and what resources are available in the career center.	C-I
78.	Become informed about alternative educational and vocational choices and how to prepare for them.	C-I
79.	Describe problems, adjustments, and advantages of training for and entering a nontraditional occupation.	C-I
80.	Understand terms/concepts used in describing employment opportunities and conditions.	C

40

81. Identify the demand for workers in various careers in the local community. C

82. Complete a job application form successfully. C

83. Demonstrate skills and attitudes essential for a successful job interview. C

84. Understand about personal traits that contribute to job success. C

85. Develop the skills to locate, understand, and use career exploration resources. C-I-R

COMPETENCY - LEARNING HOW TO USE LEISURE TIME

Students will:

86. Identify those leisure time activities which satisfy personal needs. C-I-R

87. Understand the importance of leisure time and how to use it positively. C-I-R

COMPETENCY - UNDERSTANDING HOW COMMUNITY AWARENESS RELATES TO WORK

Students will:

88. Understand and use interpersonal communication skills. C-I-R

89. Give and receive positive comments. C-R

90. Understand the importance of working cooperatively. C-I-R

91. Identify employment sources in the local community. C-I

92. Explain the importance of occupations and describe their place in society. C

93. Explain how the needs of society and the work performed by the members of society are related. C

94. Identify employment trends as they relate to training programs and employment in the local community. C

95. Understand the effect a changing society and technology have on occupations. C

96. Demonstrate skills acceptable to self and others. C-I

COMPETENCY STATEMENTS

LEARNING TO LIVE
LEARNING TO LEARN
LEARNING TO WORK

Senior High School

Learning to Live

COMPETENCY - UNDERSTANDING THE RELATIONSHIP BETWEEN PERSONAL QUALITIES AND WORK

Students will:

1.	Identify and appreciate the physical, emotional, and intellectual factors that influence self-concept.	C-I-R
2.	Understand the developmental tasks which are appropriate for age levels.	C-I-R
3.	Identify, accept, and appreciate personal strengths and limitations.	C-I-R
4.	Demonstrate a positive attitude towards self as a unique and worthy person.	C-I-R
5.	Identify and discuss experiences, thoughts, and behaviors.	C-R
6.	Understand and assert boundaries, rights, and personal privacy needs.	C-R
7.	Distinguish between appropriate and inappropriate behaviors.	C-R
8.	Demonstrate interpersonal skills required for working with and for others.	C-I-R
9.	Recognize and accept the individual differences of others.	C-I-R
10.	Examine personal attitudes, beliefs, and values when they may be in conflict with others.	C-R
11.	Make and maintain friendships.	C-R
12.	Use effective communication skills.	C-I-R
13.	Identify and discuss changing personal/social roles.	C-I-R
14.	Demonstrate assertive behavior and communication in interpersonal relationships.	C-R
15.	Demonstrate ways to resolve stress and conflict.	C-R
16.	Learn the limits of their ability in helping their peers and knowing when to ask their peers to seek professional help.	C-R

COMPETENCY - UNDERSTANDING AND APPRECIATING HOME AND FAMILY

Students will:

17. Continue to learn how to get along with family and demonstrate their part in family harmony. C-R

18. Identify and discuss traditional and changing family roles. C-I-R

COMPETENCY - DEVELOPING A SENSE OF COMMUNITY

Students will:

19. Use knowledge and skills in developing and maintaining good emotional, physical, and mental health as a part of responsible citizenship. C-I-R

20. Understand the influence of individual or group attitudes, behaviors, and perceptions on self-concept and interpersonal relations. C-R

21. Develop an awareness of their individual responsibility to enhance the quality of life in the community. C-I-R

22. Understand the importance of service to others as a means of enhancing self-concept. C-R

23. Participate effectively in groups. C-R

COMPETENCY - MAKING DECISIONS AND SETTING GOALS

Students will:

24. Determine nonaggressive alternatives available in solving problems. C-R

25. Examine individual choices and decisions in relationship to moral and ethical values. C-I-R

26. Apply problem-solving techniques to areas of concern. C-I-R

27. Set personal goals for the year and develop strategies for reaching those goals. C-I-R

28. Assume personal responsibility for the consequences of decision making. C-I-R

COMPETENCY - UNDERSTANDING SAFETY AND SURVIVAL

Students will:

29. Understand the personal and societal consequences of making decisions concerning substance use and abuse. C-R

30. Understand the need for abstinence to prevent the spread of the HIV/AIDS epidemic and other sexually transmitted diseases. C-R

31. Identify resource people in the school and community and know how to seek their help. C-R

32. Know how to help a friend who has a problem with alcohol or other drugs. C-I-R

33. Handle pressure from friends related to use of alcohol and other drugs. C-I-R

Learning to Learn

COMPETENCY - UNDERSTANDING RELATIONSHIPS BETWEEN PERSONAL QUALITIES AND SCHOOL

Students will:

34.	Understand and apply personal learning style.	C-I-R
35.	Understand knowledge of self, such as interest, abilities, and motivation, and apply these in educational situations.	C-I-R
36.	Interpret results of standardized tests and informal assessments and how they apply to self-understanding.	C-I-R
37.	Seek appropriate assistance when experiencing academic difficulty.	C-I-R
38.	Accept responsibility for academic success or failure.	C-I-R
39.	Understand how to choose postsecondary options that support career preparation for a career that matches interest, aptitudes, and abilities.	C-I

COMPETENCY - UNDERSTANDING FACTORS WHICH AFFECT SCHOOL ACHIEVEMENT

Students will:

40.	Understand and demonstrate appropriate study skills.	C-I-R
41.	Understand the value of and demonstrate positive interaction with others.	C-I-R
42.	Learn and practice effective communication skills.	C-I-R
43.	Understand school procedure for scheduling, tutoring, obtaining information, etc.	C-I-R
44.	Understand requirements for promotion and graduation.	C-I-R
45.	Understand how to improve writing, reading, speaking, listening, and math skills.	C-I-R
46.	Complete tasks and projects which are started.	C-I
47.	Know how to improve test-taking skills.	C-I-R
48.	Know how to develop learning habits and skills that can be used throughout life.	C-I
49.	Know how to study and how to get the most out of study time.	C-I-R
50.	Know how to take notes.	C-I-R

COMPETENCY - MAKING DECISIONS, SETTING GOALS, AND TAKING ACTION

Students will:

51. Understand and demonstrate life skills, such as determining values, decision-making, and stress management, as they apply to educational situtations. C-I-R

52. Plan educational programs based on knowledge of self and postsecondary goals. C-I

53. Identify personal and external resources to assist in decision making and educational planning. C-I-R

54. Understand the school curriculum and the impact course selection has on future plans. C-I

55. Formulate, regularly review, and revise postsecondary goals. C-I

56. Understand how to access and complete postsecondary education admission forms, financial aid forms, military service, and/or career placement forms. C-I

57. Know how to evaluate the advantages and disadvantages of the postsecondary options—college, vocational programs including military, and work. C-I

58. Know where to get information about colleges and vocational programs including military. C-I

59. Know how to decide on a field of study that suits the career program selected. C-I

60. Know how to obtain scholarship and other financial aid information for college and vocational programs. C-I-R

COMPETENCY - UNDERSTANDING INTERACTION BETWEEN HOME/FAMILY AND SCHOOL

Students will:

61. Describe how academic skills can be used in the home and family. C-I

62. Know how to get along in a changing world. C-I

COMPETENCY - UNDERSTANDING INTERACTION BETWEEN SCHOOL AND COMMUNITY

Students will:

63. Describe how academic skills can be used in the community. C-I

64. Know the job opportunities available to those who complete postsecondary training programs. C-I

65. Know the independent living skills which are required for the postsecondary option selected. C-I-R

66. Know that the changing world demands lifelong learning. C-I

Learning to Work

COMPETENCY - UNDERSTANDING THE RELATIONSHIP BETWEEN PERSONAL QUALITIES AND WORK

Students will:

67. Understand lifestyle preferences and how these relate to occupational choice. C-I

68. Understand the need for positive attitudes toward work and learning. C-I-R

69. Know what level of competency in academic areas (math, reading, writing, etc.) is needed to meet career goals. C-I

70. Understand their interest, work values, and abilities and how these can help in choosing a career. C-I

COMPETENCY - MAKING DECISIONS, SETTING GOALS, AND TAKING ACTION

Students will:

71. Know how to develop a career plan. C-I

72. Know about possible careers and the world of work. C-I

73. Know how to prepare for careers in which they are interested. C-I

74. Have made plans beyond graduation. C-I

75. Know how to complete application forms properly. C-I

76. Know what to do during a job interview. C-I

77. Demonstrate preparation of a resume. C-I

78. Know where and how to start looking for a job. C-I

79. Know how to find a full-time job after graduation. C-I

80. Know what jobs are available in their interest and ability areas, their locations, and requirements to obtain these jobs. C-I

COMPETENCY - EXPLORING CAREERS

Students will:

81. Become aware of the availability of various postsecondary opportunities and financial assistance programs. C-I

82. Become informed about current employment opportunities during and after high school. C-I

83. Understand the entry level requirement of various occupations and how these relate to educational achievement in high school. C-I

84. Take courses of their career choices even if they are most often taken by members of the opposite sex. C-I

85. Understand the problems, adjustments, and advantages of understanding a nontraditionalo ccupat on. C-I

86. Know what employers expect of applicants and employees. C

87. Know what persons and what agencies will help find them jobs. C-I

88. Know the benefits, working conditions, and opportunities for advancement in jobs. C-I

COMPETENCY - LEARNING HOW TO USE LEISURE TIME

Students will:

89. Know how to develop recreational interests that they will enjoy. C-R

90. Know what leisure and recreational activities best fit their interests and needs. C-R

91. Understand how one's job affects one's leisure time. C-R

92. Know how friends can affect leisure time. C-R

COMPETENCY - LEARNING TO WORK TOGETHER

Students will:

93. Develop interpersonal skills necessary for harmony in the workplace. C-I-R

94. Know how to get along with members of both sexes on the job. C-I-R

COMPETENCY - UNDERSTANDING HOW COMMUNITY AWARENESS RELATES TO WORK

Students will:

95. Know where recent graduates found jobs. C-I-R

96. Know problems graduates had in finding or keeping jobs. C-I

97. Know if jobs found were related to high school training. C-I

98. Know what problems graduates had on the job or in college. C-I

99. Know what individuals or what agencies helped graduates get a job, get into college, or get into other training beyond high school. C-I

100. Know how the place they live affects job opportunities. C-I

101. Know how to find part-time work or summer work. C-I

ESTABLISHING A DEVELOPMENTAL PROGRAM

There are several steps to implementing a pre K-12 developmental school counseling program. This process requires commitment, careful planning, and collaborative effort. School/district personnel need to also have a realistic sense of the time required to either improve an operational school counseling program or to implement a comprehensive model. In either event, developing a comprehensive approach to school counseling revitalizes the whole educational program, making it more relevant and responsive to changing student needs.

The steps prescribed in this section involve organizing for change, assessing current practices and consumer needs, designing the program, and planning for/ making the transition. Because this approach is evaluation-based, assessment is infused at each of these points in the process and does not stand alone as an independent activity.

1. Decide to change; take charge of your own destiny as a skilled, responsible, and contributing professional in education. Advocating a developmental approach calls for a fresh perspective and willingness to serve as a change agent. It also necessitates that the facilitator be familiar with evaluation strategies, curriculum development, program planning, problem-solving, and implementation skills.
2. Develop a written proposal which includes a program definition, rationale, and statement of philosophy based on the Indiana State Plan.

   a. The definition should affirm the important position school counseling occupies within the total educational program. In addition, this statement may delineate the competencies - in broad terms - students will master as a result of participation in the school counseling program.

      Example Program Definition - A program definition for school counseling is: School counseling is an integral part of the total educational program. It is developmental by design and includes sequential activities organized and implemented by licensed school counselors with the support of teachers, administrators, students, and parents. The _____

      _____

      school corporation counseling program includes:

      1. Counseling Curriculum
      2. Individual Planning
      3. Responsive Services
      4. System Support

      The program addresses the needs of all students by helping them to:

      - Acquire knowledge of self and relate effectively to others.
      - Develop competencies in career/vocational planning and exploration.
      - Achieve educational success.

   b. The rationale should focus on reasons why students need to acquire identified competencies and the benefits participation in program activities has to offer.

This statement should also reflect the goals of the school district, local community, and the State of Indiana. Schools are referred to the Indiana State Plan Rationale on page for guidance in developing a local rationale.

c. The statement of philosophy should be used to highlight those premises (or assumptions) upon which the school counseling program rests. These premises tend to give the program shape and direction.

Example Philosophy Statement - Counseling in the school setting has evolved through recognition that individuals living in a dynamic, complex society benefit most from a broad range of learning experiences. Such experiences prepare them to lead productive lives characterized by feelings of self-worth. Individual acquisition of knowledge and skills has been, and will continue to be, a major goal of public education. In addition, parallel efforts to assist students to grow socially and emotionally, as well as intellectually and physically, are essential. Counseling processes are designed to assist individuals with total development on a pre K-12 basis. The school counseling program is preventive, rather than remedial in nature. It complements the core instructional offerings and involves a cooperative effort among counselors, administrators, classroom teachers, parents, and community.

3. Build consensus among fellow counselors, administrators, faculty, and student services staff regarding the need for change and perceived benefits of the developmental approach to school counseling. Seek a commitment from colleagues to change through involvement. Gain administrative/school board support through assurances which endorse developmental goals and purposes.

BOARD OF EDUCATION ASSURANCES

By adopting the Indiana State Plan for Developmental School Counseling, the Board of Education commits itself to the support of the programs goals and purposes. The Board shall:

- Provide time to district staff to develop, implement, and manage a quality, comprehensive counseling program.

- Receive periodic reports from the administration and the advisory council.

- Take action on decisions needed to ensure continued program development and progress.

- Use program evaluation findings in making funding decisions.

- Direct the staff, with assistance of the advisory council, to publicize the program to the community.

- Provide adequate funding to assure continued program development, implementation, and management.

4. Broaden your base of support by establishing a school-community advisory council comprised of representatives from the educational community (administrators, teachers, student services staff, students, and school counselors), school board members, parent groups (PTA/PTO), community mental health providers, the business sector, law enforcement/local government, the ministerial association, etc. From this umbrella organization you may want to select a steering committee comprised of personnel exclusively from the educational community who can provide informed leadership in working with change in the local school system.

5. Invite your advisory and steering groups to endorse your program proposal, adopting a frame of reference regarding human growth and development, and tentatively selecting those student competencies which accommodate district needs. Refer to Indiana's adopted framework for grouping student competencies (learning to live, learn, and work) and the actual inventory of competencies which fall within the purview of school counseling. These same resource people can help you draft a program which includes those systems of delivery through which selected competencies can be addressed (counseling curriculum, individual planning, responsive services, system support). Use this structural information to shape your assessment by converting competencies to needs assessment items as illustrated below.

SAMPLE: STUDENT OUTCOME EVALUATION

Directions: For each statement below, check the column whose heading best describes how much you can do what the statement says.

	I Cannot Do It	I Can To A Small Degree	I Can To A Greater Degree	I Can To A Very Great Degree
I can describe the things I like about myself.				
I can describe the things about myself I want to change.				
I can explain the things I must do to improve my school performance.				
I can describe the acadmic expectations my friends have of me.				

6. Conduct a thorough evaluation which includes an assessment of current program practices (WHAT and HOW you are presently performing) and consumer (students, parents, faculty) needs. This kind of two-dimensional evaluation will provide you with the information required to finalize student competencies selected earlier in Step 5 and confirm tentative program design.

Activities conducted to measure operational effectiveness and characterize consumers of the school counseling program might include, but are not limited to, eliciting advisory council impressions; time and task analysis (see Appendix A); peer review (visiting counselors from other schools/districts); public hearings; customized consumer surveys, an inventory of available human, financial, facilities, material, and equipment resources; contracting with an expert evaluator.

Interpret the outcomes of this comprehensive assessment by looking for patterns in expressed needs and program deficiencies across collected information. Compare/contrast current program practices with expressed needs.

7. Identify and prioritize those student competencies which were validated through expressed needs. Clarify which of these can best be accommodated by which program component(s) (school counseling curriculum, individual planning, responsive services, and/or system support). Further develop the local plan by establishing counselor role description, allocating counselor time to program components, and confirming policy-maker support in dedicating needed resources to uphold implementation of the program described. See example of the role description below issued by the Indiana School Counselor Association in 1989.

   > School counselors in the State of Indiana are an integral link in the educational system. School counselors promote educational success by enhancing the development of academic skills, interpersonal skills, and self-understanding. School counseling services also educate students in decision-making, problem-solving, goal setting, self-esteem, environmental concern, and education and occupational opportunities. School counselors provide services in four categories: School Counseling Curriculum, Individual Planning, Responsive Services, and System Support.

Commit program description to writing for critique and eventual submission to the school board for adoption.

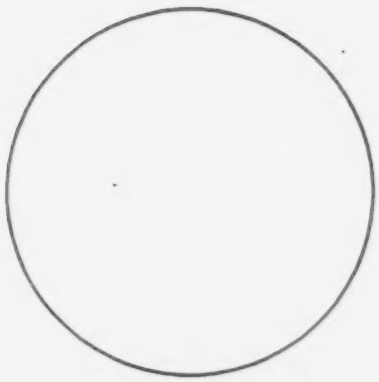
8. With the assistance of a team, develop competency-specific activities which address identified consumer needs using the prescribed planning forms contained in the Appendix guide. Identify places in the school curriculum and in the comprehensive school counseling program where counseling curriculum activities can be infused. Carefully coordinate those activities targeted for implementation through the classroom with the teachers involved and the school schedule to avoid possible conflicts. Document student progress through a portfolio system or "report card" format on which selected student competencies are printed.

In initial program planning, seek out those teachers with whom you have a good working relationship. Provide advance notice of one to two months and furnish detailed information documented on a planning form. This may help to demonstrate the importance of the activity. Emphasize that you will take a leadership role, but that the teacher can make a significant contribution. Give the teacher some specific responsibilities.

9. When comparing the current time analysis data to the State Program time allocations, note the discrepancy between the two. Analyze the components that are being adquately covered, those that are being underserved, and those that are being oversubscribed. Within each component, isolate those activities causing the discrepancy. Note those noncounseling administrative activities currently being provided and the time they consume. Remember, there are some common duties a counselor must share as a school staff member. However, there are frequently a number of noncounseling responsibilities that are assigned to counselors alone, such as maintaining school records or developing a master schedule. These noncounseling activities shall be displaced to allow time for appropriate activities.

In making needed changes to accommodate redistribution of counselor time across components and to eliminate noncounseling functions, brainstorm strategies with advisory/steering groups. Develop a plan of action so that strategies can be addressed as major tasks for problem solving. For each strategy, clarify enabling tasks (HOW), persons responsible (WHO), resources needed (with WHAT), and date to be completed (WHEN).

TIME DISTRIBUTION FORM
ELEMENTARY LEVEL



Current District Program Percentages

Current District Program Percentages

_____ counseling curriculum

_____ individual planning

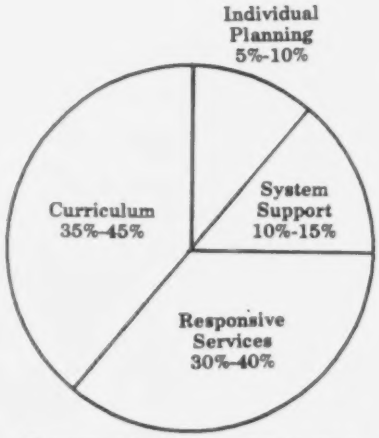
_____ responsive service

_____ system support

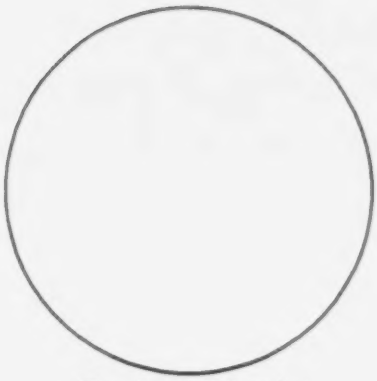
_____ noncounseling

Suggested Percentages

35%-45%	counseling curriculum
5%-10%	individual student planning
30%-40%	responsive services
10%-15%	system support
0%	noncounseling



Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

_____ counseling/guidance curriculum

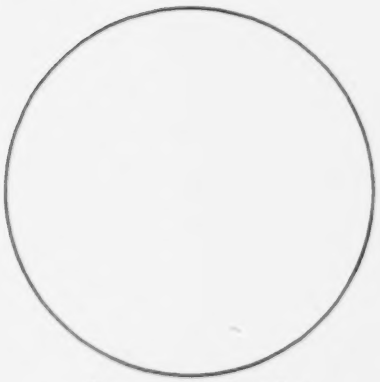
_____ individual planning

_____ responsive service

_____ system support

_____ noncounseling

TIME DISTRIBUTION FORM
MIDDLE SCHOOL/JR. HIGH LEVEL



Current District Program Percentages

Current District Program Percentages

____ counseling curriculum

____ individual planning

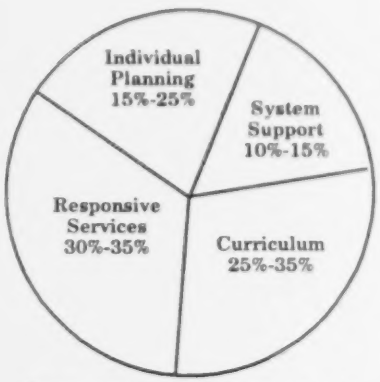
____ responsive service

____ system support

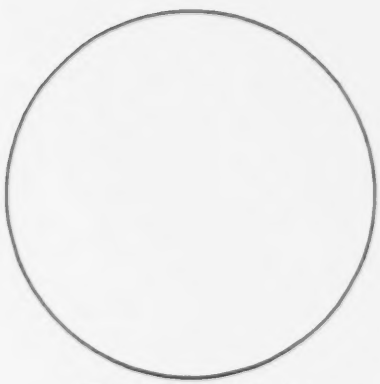
____ noncounseling

Suggested Percentages

25%-35%	counseling curriculum
15%-25%	individual student planning
30%-35%	responsive services
10%-15%	system support
0%	noncounseling



Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

____ counseling/guidance curriculum

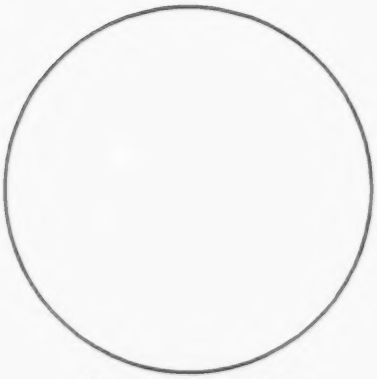
____ individual planning

____ responsive service

____ system support

____ noncounseling

TIME DISTRIBUTION FORM
HIGH SCHOOL LEVEL



Current District Program Percentages

Current District Program Percentages

_____ counseling curriculum

_____ individual planning

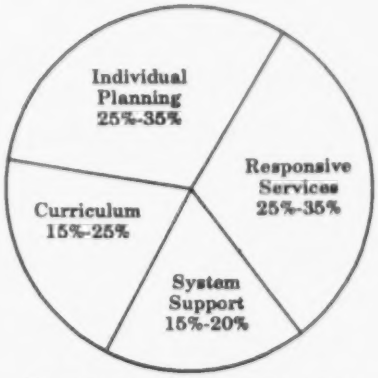
_____ responsive service

_____ system support

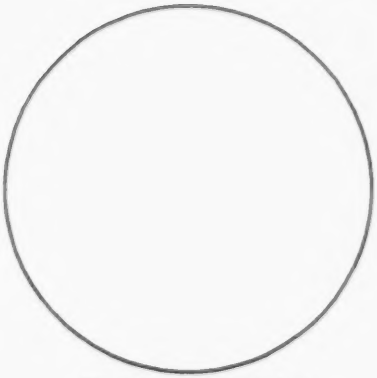
_____ noncounseling

Suggested Percentages

15%-25%	counseling curriculum
25%-35%	individual student planning
25%-35%	responsive services
15%-20%	system support
0%	noncounseling



Suggested Percentages



Desired District Program Percentages

Desired District Program Percentages

_____ counseling/guidance curriculum

_____ individual planning

_____ responsive service

_____ system support

_____ noncounseling

10. Work to implement the action plan developed in Step 9. Consider those human, financial, facilities, material and equipment, and political resouces you have available. Capitalize on special program assets for funding and support (private foundations, federal, state, community, and district funding priorities). Monitor progress toward implementation and be prepared to make midcourse corrections, where necessary. Initiate a public relations campaign in an effort to inform consumers and broaden your base of support even further.

TO PROGRAM USERS:

This is a working document which means your input and feedback from experiences using the Indiana State Plan for Developmental School Counseling is valued. Please forward all suggestions for constructive change regarding the plan to:

Barbara Hawkins
Counseling Consultant
Indiana Department of Education
Student Services Unit
Room 229, State House
Indianapolis, IN 46204-2798

APPENDIX

APPENDIX A

TIME AND TASK ANALYSIS FORM
30-MINUTE INTERVALS

CATEGORIES	COUNSELING CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NONCOUNSELING ACTIVITIES
EXAMPLES OF	CLASSROOM ACTIVITIES, GROUP ACTIVITIES	INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	CONSULTATION, PERSONAL COUNSELING, SMALL GROUPS, INDIVIDUAL COUNSELING, CRISIS COUNSELING, REFERRAL	RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, PROFESSIONAL DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	BUS DUTY, LUNCHROOM DUTY, PLAYGROUND DUTY, BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S FIGURING CLASS RANK
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
9:00 - 9:30					
9:30 - 10:00					
10:00 - 10:30					
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4:30 - 5:00					
5:00 - 5:30					
5:30 - 6:00					
6:00 - 6:30					
6:30 - 7:00					
7:00 - 7:30					
7:30 - 8:00					
8:00 - 8:30					
8:30 - 9:00					
DAILY BLOCKS:					
GRAND TOTAL (Total Blocks):					
DAILY PERCENTAGE:					
GRAND TOTAL (Daily Percentage):					

APPENDIX B

PLANNING FORM

( ) COUNSELING CURRICULUM ( ) RESPONSIVE SERVICES
( ) INDIVIDUAL PLANNING ( ) SYSTEM SUPPORT

ACTIVITY TITLE:

1. DOMAIN
2. GOAL
3. COMPETENCY
4. DESCRIPTION OF ACTIVITY

FACILITATOR:

SCHOOL:

PHONE:

DATE:

POPULATION:

NUMBER SERVED:

SETTING:

TIME LINE:

RESOURCES NEEDED:

1. Human
2. Financial
3. Equipment
4. Material

DOCUMENTATION:

METHODS OF EVALUATION:

COMMENTS OR OBSERVATIONS:

GLOSSARY

Category - A general end which will be obtained when students master related competencies which are a subset of each category.

Competency - A student outcome falling under one of the three developmental domains and obtained via one of the program components.

Comprehensive - Characterized by a full range of program components which describe the developmental approach: curriculum, individual planning, responsive services, and system support.

Counseling - A helping process, using a variety of techniques, which assists students in their normal social/personal, educational, and career development and provides interventions for students with concerns considered to be within the normal range of functioning.

Counseling Curriculum - Structured developmental experiences presented systematically through classroom and group activities.

Developmental - Based on social/personal, education, and career needs which are age-appropriate and sequential.

Domain - One of three areas of human growth and development; social/personal (learning to live), educational (learning to learn), and career (learning to work).

Individual Planning - Counselor directed activities generally delivered on an individual basis, which help students plan, monitor, and manage their own social/personal, educational, and career growth.

Levels - One of three instructional levels; elementary, middle, and secondary.

Program Component - One of four delivery methods; curriculum, individual planning, responsive services, and system support.

Responsive Services - Activities such as counseling, consultation, and referrals to meet students' immediate needs and concerns.

System Support - Management activities which establish, maintain, and enhance the total school counseling program and school educational program.

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